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Where the Rolling Foothills Rise . . .

Views at and near Stanford University with text by David Starr Jordan and Orrin Leslie Elliott

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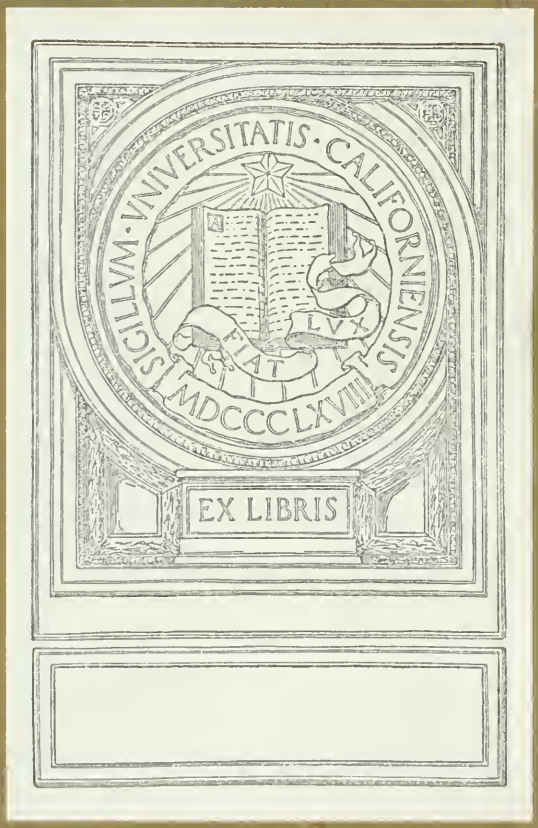
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"WHERE THE ROLLING FOOTHILLS RISE"

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WHERE THE ROLLING FOOTHILLS RISE

Comprising scenes in color and duotone, on and near the Stanford Campus, with a poem by David Starr Jordan and a historical sketch by Orrin Leslie Elliott

PUBLISHED BY THE STANFORD BOOKSTORE ON THE CAMPUS

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Hail, Stanford, Hail!

BY

H. W. Smith

WALTER J. GORES

Where the rolling
foothills rise
Up toward mountains higher
Where at eve the Coast Range lies
In the sunset fire,
Flushing deep and paling,
Here we raise our voices, hailing
Thee, our Alma Mater.

Refrain—

From the foothills to the bay
It shall ring,
As we sing,
It shall ring and float away
Hail, Stanford, hail!
Hail, Stanford, hail!

A CASTLE IN SPAIN

By
DAVID STARR JORDAN

I have a castle in the heart of Spain,
Builded of stone as to stand for ages,
With tile roofs red beneath the azure sky,
For skies are bluest in the heart of Spain.
So fair a castle men build not again.
Beneath its arches, through its patio rare,
And through its cloisters open everywhere,
I wander as I will, in sun and rain,
For mine the castle is, nor mine alone.
'Tis thine, dear heart, to have and hold alway;
'Tis all the world's as well as mine and thine,
For whoso enters its broad gates shall say,
"I dwell within this castle, it is mine!"

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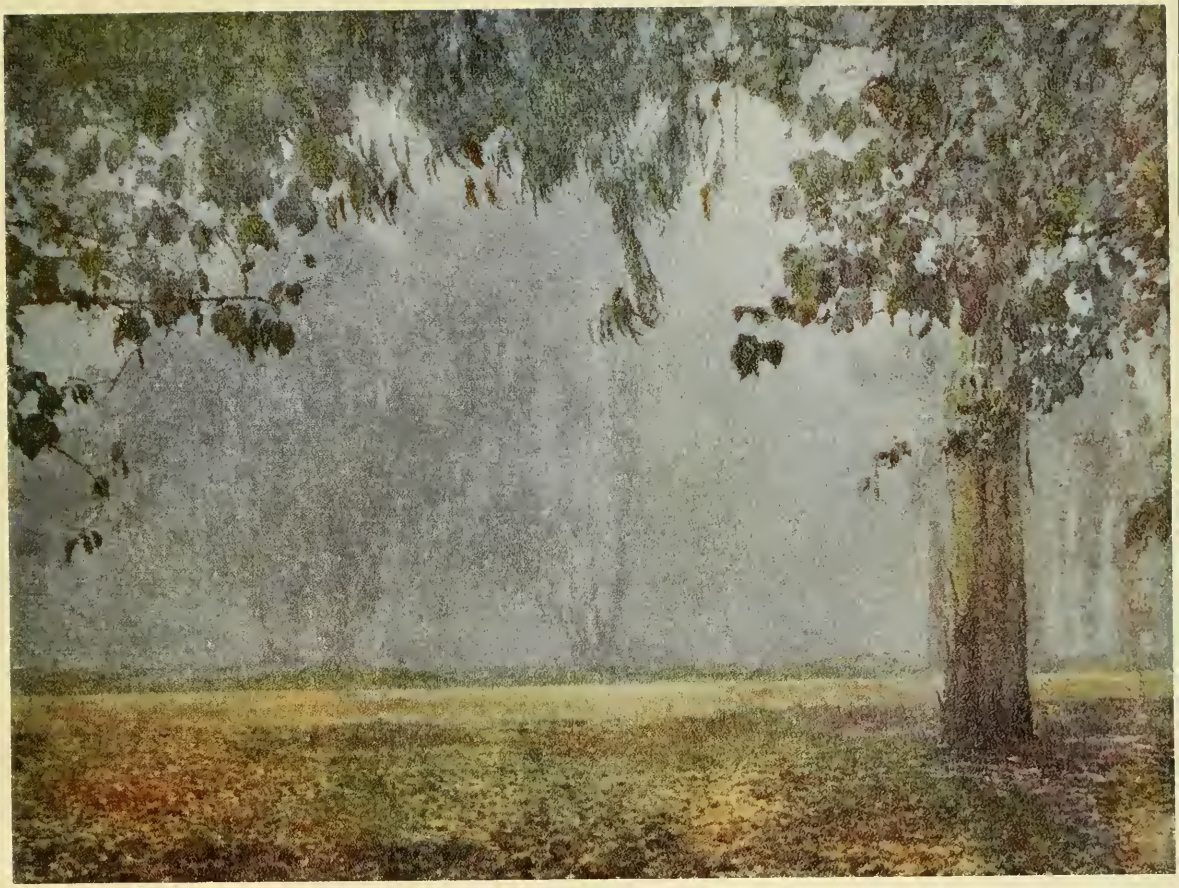
Along the curving road to the Quadrangle, lined
with Geraniums, Japanese Palms, and the
Date Trees of the Canary Islands

Evening view of the "Moonlight-bathed Arcades"

WHERE THE ROLLING FOOTHILLS RISE

The Stanford Mausoleum in the Arboretum

Behind the Quadrangle, where the Linden blends
with the Eucalyptus



In the Quadrangle, the cloisters and the long arcade

Live Oak and White Oak along the
curving way

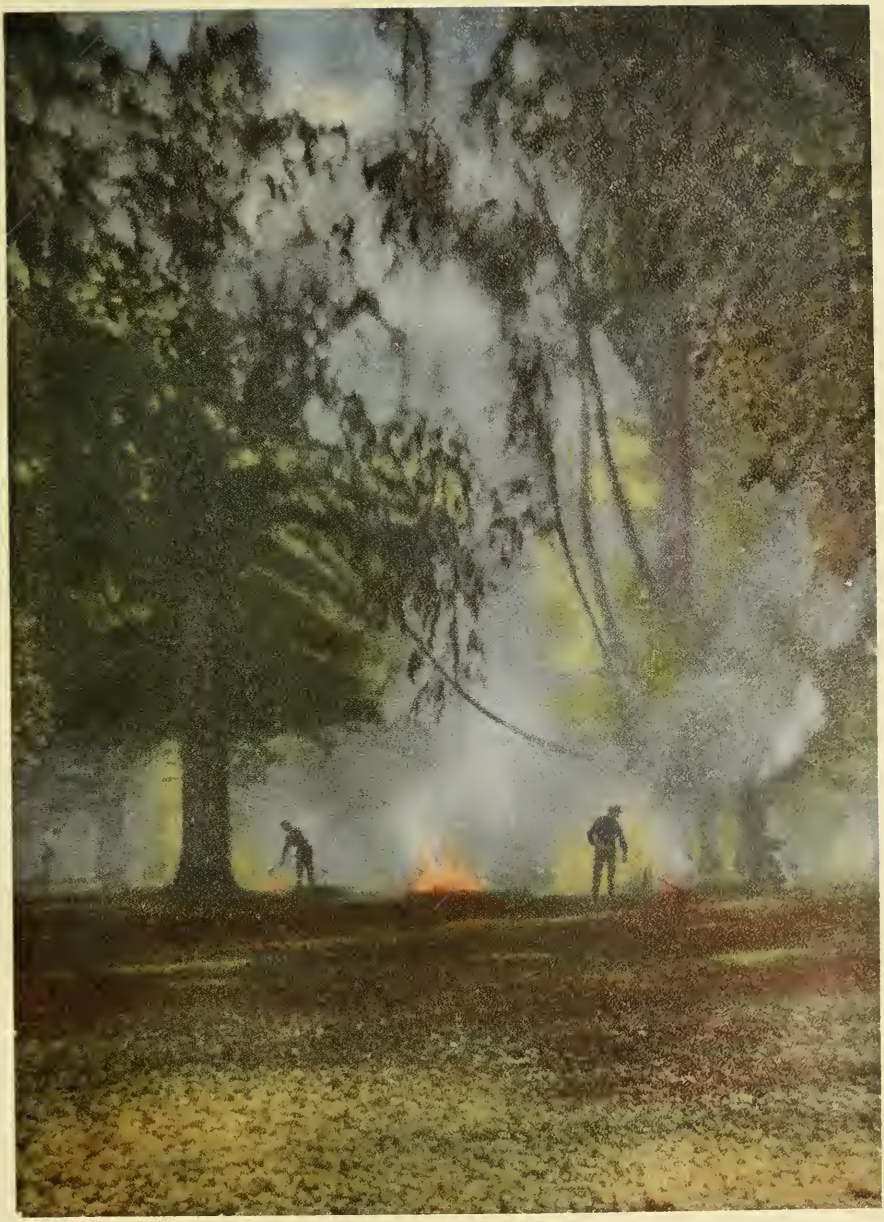
Monterey Pines — along the Alameda de los Pinos — the avenue of pines

European Elms and Cork Elms from Virginia
on Salvatierra Street. "Overhead
the tree tops meet"

WHERE THE ROLLING FOOTHILLS RISE

Giant Redwoods in the Portola Valley, to the westward of the Stanford Campus

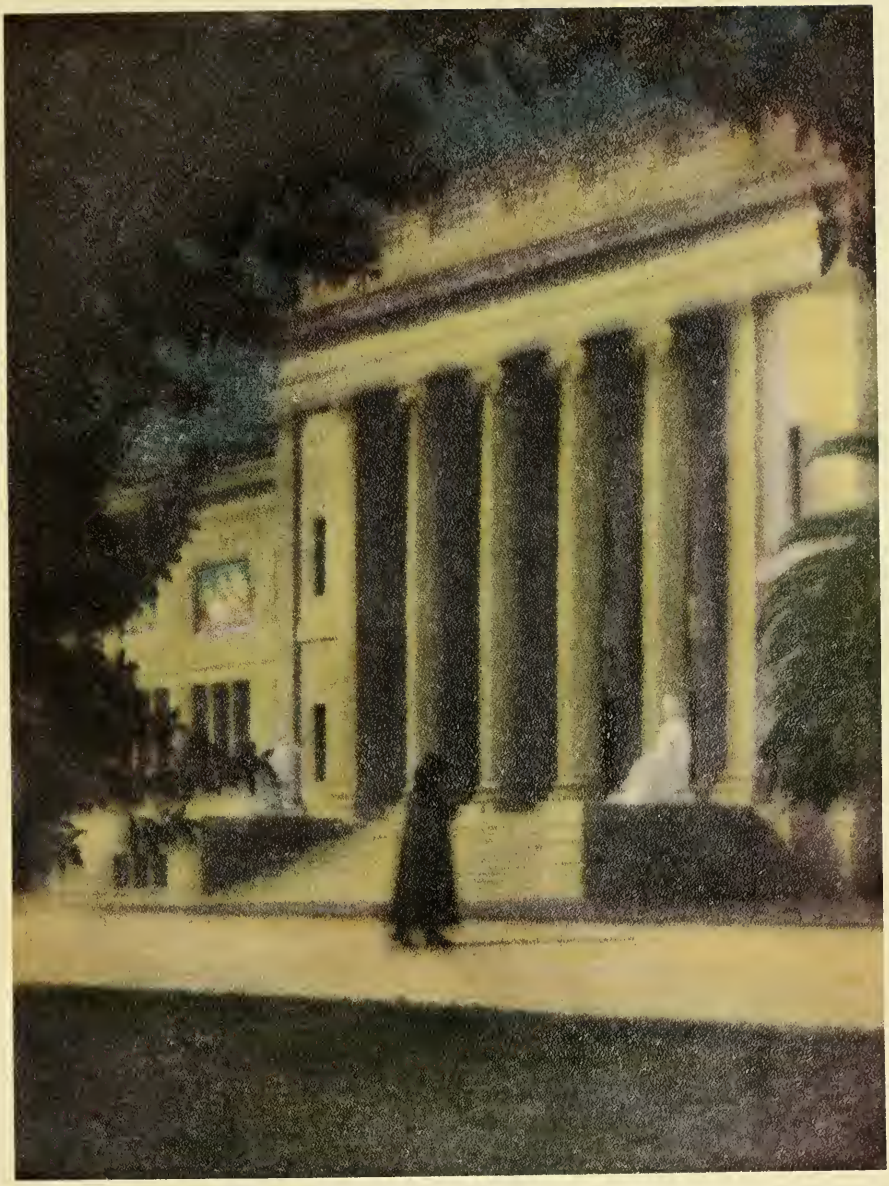
In the Arboretum. Burning last year's bark,
shed by the Eucalyptus Trees



In the Quadrangle. The Memorial Church,
and the Northwest Arch

WHERE THE ROLLING FOOTHILLS RISE

Portal of the Leland Stanford, Jr., Museum



Encina, the Live Oak; Roble, the White Oak

WHERE THE ROLLING FOOTHILLS RISE

The main avenue leading to the University, lined with alternating Fan Palms from San Diego County and Date Palms from the Canaries. In the distance, the Sierra Morena, with the "rolling foothills" between

HISTORICAL SKETCH

By ORRIN LESLIE ELLIOTT

Stanford University opened its doors to students in October, 1891. Its inception goes back seven years earlier. In March, 1884, the only child of the Stanfords, a boy of 16, met an untimely death while on a pleasure trip abroad. In the midst of this crushing sorrow, the thought of the parents turned to some form of memorial to which their great wealth might be devoted, and through which they could make over to other young lives the best they had cherished for their own son. That they should choose education as this greatest gift was perhaps not strange; yet there were many who doubted the wisdom and the practicability of such a university as the Stanfords planned. Were there not universities enough? Why duplicate what the state was already doing, divide the friends of education in California, cut in half the meager student body at Berkeley, and bring in the element of unwholesome competition and rivalry?

There was another reason for hesitation. The Stanfords proposed to emphasize the practical nature of the higher education. In university circles of a generation ago this was an attitude very much under suspicion. Lowell would have a university where nothing that is useful is taught. The Stanfords seemed to want an institution where nothing that is not useful would find a place. The intention of the student as to what he proposed to do in life was to be early declared and steadily kept in view. Yet the charter was broadly, if vaguely, drawn, and all that the professional educator thinks of as the "humanities" was included as contributing to the preparation and development of the practical individual. The Stanfords, however, were not college trained and not practiced in any of the details of collegiate organization and processes. And there was enough that was flexible in the Founding Grant to render it possible to make almost anything out of the new institution.

The choice of its first president determined the aims and scope of Stanford University and fixed, for a generation at least, possibly for all time, the sort of institution which was to grow upon this far western rim of the continent. For it was Dr. Jordan who made Stanford University in all its essential features and who gave it those characteristics which we instinctively associate with the Stanford way, the Stanford spirit, the Stanford life on the Farm and in the world of affairs. The internal organization of the University was modeled upon Cornell and

Indiana, a combination which maintained the classical American form of education and exalted the ideal of scholarship and scholarly training. But with characteristic western audacity, the dead weight of tradition was cast aside and modern problems approached wholly in the modern spirit. Dr. Jordan chose a faculty of young men with their spurs yet to win. He gave them complete independence, and freedom of thinking and acting. He set up the equality of subjects. He inspired each department to propose for itself a definite goal of attainment and to train its major students, from the beginning, toward that goal. He acted out in his own relations with faculty and students a frank democratic comradery which gave to Stanford society a notable distinction and charm.

The society thus formed was the ideal environment for straight thinking and genuine scholarly ambition. If it failed, like other Utopias, to realize all its possibilities, it was because it had its charm as well for loose thinking and for irresponsibility. There were some rude shocks in those early days, enough to keep glowing idealisms fairly close to the ground. There was wise counsel also, enough to keep the institution fairly clear of disintegrating entanglements. The life was fundamentally joyous, the progress steady. The essential features of the Stanford democracy persisted and have become fixed characteristics of the University.

The history of the University, in outward events, divides itself easily into a number of quite distinct periods. The first covers that of the two initial years, from 1891 to 1893, ending with the death of Senator Stanford in June of the latter year. This was preeminently the Golden Age. It was the period of discovery, of unlimited possibilities; and if of unexpected obstructions also, these only added to the zest of existence. Excepting only the Business Office, no cloud larger than a man's hand showed on the horizon. The enrollment of the first year was larger than that of the State University, then nearly a quarter of a century old; that of the second year increased by 40 per cent. There was pioneering in the dormitories and on the Row, unexpected limitations, mistakes, misunderstandings, misfits; but the glow of achievement and of promise spread over everything that is comprised within these two years.

The second period began with the death of Senator Stanford and the immediate oncoming of the financial panic of 1893 and the hard years that followed. Since the University's endowment was only prospective, not actual, this calamity, by good rights, should have wiped Stanford University off the map. Mrs. Stanford's steadfastness, courage, resourcefulness, and personal sacrifice saved the financial

situation. Dr. Jordan's unfaltering optimism, wise and daring expediency, together with the unwavering loyalty of faculty and student body, brought the University through, unimpaired in ideals and practical accomplishment, retarded only in its development. At the end of the period the government suit had been won, the returning wave of financial prosperity had restored their former values to the Stanford properties, the estate was at last out of the probate court and in the hands of Mrs. Stanford, still sole trustee of the University.

The third period, 1895 to 1905, may be characterized, first, as the age of expansion, of great building activity. Its second noteworthy feature was the establishment of the rule of the trustees and the end of the era of personal government. The whole of the Outer Quadrangle, Memorial Church, the ill-fated Library and Gymnasium belong to this period. All the dreams of the founders as to the external university seemed about to be realized. It was the period also when the majority of fraternity and sorority houses were constructed, when the University generally seemed at the beginning of its greatest era of development. It was also unhappily an era of disturbed faculty relations, of unpleasant newspaper prominence, and of some loss of prestige. It was brought to a close by the death of Mrs. Stanford in February of 1905, and the real beginning of the new order of government.

The fourth period had its beginning more properly perhaps with the earthquake of 1906, and may be thought of as closing in 1913 when Dr. Jordan laid down the presidency he had held uninterruptedly for twenty-two years. Outwardly this was a period of rebuilding, inwardly of bewilderment, of vanishing expectations, of student turmoil, of many readjustments. The trustees were discovering financial limitations. The general atmosphere was one of drifting rather than one of constructing. Underneath, though, the Stanford spirit, the Stanford viewpoint, the Stanford ideal remained untouched. There was actual growth, even if the pace was not rapid, and a persisting faith that the next turn in the road would bring the promised land again within the range of vision.

The fifth period is still in the making. But it is really a-making. The Great War has come and gone and left its impress upon the Stanford life, on the Farm and outside; and Stanford has made its contribution to the settlement of world problems in no small way. There has come again the comfortable feeling of stability, of confidence, a strengthening of all the elements which conduce to high scholarship, clear purpose, a better type of Stanford student and citizen.

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